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ABSTRACT

Minimum competencies are set forth for senior high school foreign language students in Philadelphia. For modern languages, at each of three levels, criteria are set forth for determining whether students can: (1) adequately associate meaning with sound: (2) use words, phrases, and sentences that evidence meaningful communication: (3) associate meaning with the written word: (4) demonstrate acquisition of listening skills: (5) write words, phrases, and sentences that transmit meaning: and (6) show understanding resulting from oral communication. For classical languages, students are expected in addition to show knowledge of cultural information and to relate the classical language experience with English vocabulary and reading skills. (JB)

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ED195157

The School District of Philadelphia

Office of Curriculum and Instruction

Division of Foreign Languages

Key Competencies

FOREIGN LANGUAGES
(Senior High)
(S-FL)

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NATIONAL INSTITUTE OF EDUCATION

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1980

AUG 4 1980

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Superintendent of Schools

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File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

BGK/ar

FOREIGN LANGUAGES

The study of foreign languages plays a vital role in the development of attitudes and skills essential for self-fulfillment. Foreign language study not only helps to develop proficiency in a second language, it also serves to broaden one's command of English and linguistics principles in general. The student learns the background and culture of other people. This experience enriches career aspirations, affords opportunities to enjoy leisure time more fully, and produces a more productive citizen.

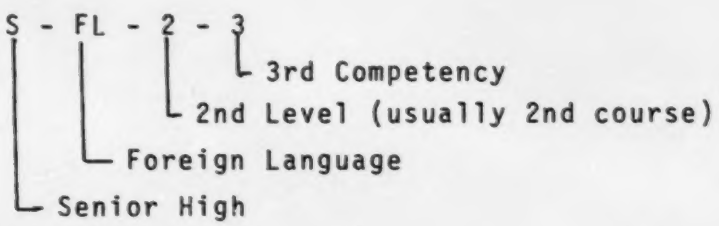
The goal of foreign language study is to develop the student's ability to listen and understand, speak, read and write the second language, and to acquire a knowledge of the culture. This is also the goal of students who are enrolled in the English to Speakers of Other Languages and Bilingual Programs.

This booklet will treat the key competencies taught in the secondary program (grades seven through twelve).

The skills apply to all foreign language programs, modern, classical, English to Speakers of Other Language (ESOL) and Bilingual.

The following coding system was used to designate the competencies:

Example:



01 - Student Outcome 1

02 - Student Outcome 2

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Note: The study of a foreign language can begin at any grade seven through twelve.

There are three levels of competency and their equivalence to grade level is as follows:

1. Level I - Usually 9th Year (but can begin as early as 7th or 8th grade)
2. Level II - Usually 10th grade
3. Level III - Usually 11th grade

For further information regarding the foreign language curriculum and its implementation, please refer to Curriculum Means Service or contact:

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FOREIGN LANGUAGES
(S-FL-1)

Key Competencies

S-FL-1-1 STUDENTS WILL ASSOCIATE MEANING WITH SOUND:

01. Distinguish the basic sounds necessary for comprehension by indicating when they have heard a word containing the sound.

Examples:
- Sound - d Words - down, town
- Sound - k Words - sick, six
- Sound - on Words - bon, bonne
- Sound - os Words - costa, cuesta
- Sound - ü Words - Tier, Tür

02. Perform an appropriate physical action (shrug, facial reaction).

03. Make an appropriate oral response.

04. Give a logical reaction (laughter, sigh, etc.) to what they have heard.

05. Respond to an oral statement cued by a visual:

a. yes or no

b. multiple choice - one statement and several visuals or one visual and several statements.

06. Answer yes or no to an oral question.

07. Respond logically to an either-or oral question.

08. Respond logically to oral questions based on the following interrogatives: what? who? where? how much? how many?

a. from choices provided (visual and/or oral)

b. free response.

09. Respond logically to the interrogatives how? why? from oral choices provided.

10. Discriminate words which have a somewhat similar sound but different meanings by telling whether they are the same or different:

Examples: Sound - pin, pen Sound - pero, perro
Sound - cheap, sheep Sound - schon, schön
Sound - du, doux Sound - belo, bello

11. Distinguish between intonational patterns by:
    a. indicating the appropriate mark of punctuation for an utterance.
    b. answering a question.
    c. performing an act in response to a command.
    d. reacting to a statement, a question, or an exclamation through facial expression, an appropriate gesture, vocal reaction (sigh, laughter, etc.) or a verbal response.

S-FL-1-2 STUDENTS WILL USE WORDS, PHRASES, AND SENTENCES THAT EVIDENCE MEANINGFUL COMMUNICATION:

01. Respond to a visual cue.

02. Respond to an oral cue:
    a. with acceptable pronunciation.
    b. intonation and rhythm.

03. Initiate original dialogue.

04. Make an appropriate response to a visual cue in the target language.

05. Answer to a yes - no question.

06. Answer to an either - or question.

07. Select and say one of a number of given choices.

08. Complete an open-ended statement about the visual.

09. Identify an object, a person, or an action.

10. Ask an elementary question: who? what? where?

11. Make an appropriate response in the target language to an oral cue:
    a. Answer to a yes - no question.
    b. Answer to an either - or question.
    c. Select and say one of a number of given choices.
    d. Complete an open - ended statement drawing from a controlled vocabulary.
    e. Answer appropriately the question what? who? where? when? how much? how many?

12. Initiate original dialogue:
    a. Utter a greeting.
    b. Ask an elementary question.

S-FL-1-3 STUDENTS WILL ASSOCIATE MEANING WITH THE WRITTEN WORD:

01. Reproduce the correct sound when looking at the written word.

02. React to punctuation, accent, and diacritical marks by making appropriate changes in pronunciation, intonation, and rhythm.

03. Read with proper phrasing, emphasis and expression.

04. Make a change in facial expression, make an appropriate gesture, or react vocally (laughter, sigh, etc.).

05. Illustrate what has been read by selecting an appropriate visual or drawing a simple sketch.

06. Select the line(s) that provides the information needed to be able to answer the question.

07. Make an appropriate response:

a. Answer true or false to a statement based on the text.

b. Answer yes or not to a question.

c. Select the correct answer from choices provided:

(1) Multiple choice

(2) Matching

(3) Completion

d. Respond correctly to an either-or question.

e. Select synonyms and antonyms from choices provided.

f. Fill in blanks of incomplete sentences by recall or references to text.

g. Respond correctly to questions using the following interrogatives: what? who? where? when? how much? how many?

(1) From choices provided

(2) Free response

h. Respond correctly to questions asking how or why by selecting from choices provided.

FOREIGN LANGUAGES
(S-FL-2)
Key Competencies

S-FL-2-1 STUDENTS WILL DEMONSTRATE ACQUISITION OF LISTENING SKILLS:

01. Show understanding of new vocabulary or structures when used in a context synonymous with a pattern already mastered by performing an appropriate action or making an appropriate oral response.

02. Make an appropriate response to a longer speech in which a limited number of unfamiliar vocabulary items or structures are used.

03. Utter vocabulary of increasing abstraction through explanation in the foreign language.

S-FL-2-2 STUDENTS WILL USE WORDS, PHRASES, AND SENTENCES THAT DEMONSTRATE MEANINGFUL COMMUNICATION:

01. Demonstrate speech patterns whose pronunciation, intonation and rhythm approximate those of standard native speech.

02. Express a group of ideas in a sentence which contains a complicated structure such as the relationship between two past tenses, a subjunctive construction or a relative clause.

03. Use vocabulary which is descriptive and conceptual, in addition to the more concrete words.

ex. - sin embargo (Spanish)

il migliore (Italian)

Il doit partir (French)

04. Sustain a conversation or give a monologue of at least two minutes using familiar vocabulary and structures.

S-FL-2-3 STUDENTS WILL ASSOCIATE MEANING WITH THE WRITTEN WORD:

01. Pronounce correctly new words met in reading, through experience with similarly pronounced words.

02. Deduce meanings of a limited number of new items in a passage through the general context of the passage.

03. Explain vocabulary learned passively through association with previously mastered vocabulary or situational context.

04. Read simple material several pages in length.

05. Read materials of different types, such as plays, poems, short stories, simplified editions of novels, newspapers and magazines.

06. Read and comprehend longer sentences containing subordinate clauses and more idiomatic language.

07. Read and understand passages which contain abstract ideas presented in simple language.

S-FL-2-4 STUDENTS WILL CORRECTLY WRITE WORDS, PHRASES, AND SENTENCES WHICH TRANSMIT MEANING:

01. Write a group of sentences or a paragraph in response to cues such as a series of questions or suggestions.

02. Express a personal thought briefly, using familiar vocabulary and structures.

03. Write from dictation when the material is not in the form originally learned and includes a limited number of new words.

04. Write a brief resume of something heard, seen, or read previously in the target language.

FOREIGN LANGUAGES
(S-FL-3)

Key Competencies

S-FL-3-1 STUDENTS WILL GIVE EVIDENCE OF UNDERSTANDING RESULTING FROM ORAL COMMUNICATION:

01. Demonstrate comprehension through answering questions of the details of any utterance given at native speed, with little explanation from the teacher.

02. Prove by answering questions or giving a summary that they understand regional variations of speech.

S-FL-3-2 STUDENTS WILL USE PHRASES AND SENTENCES THAT EVIDENCE MEANING OF FULL COMMUNICATION:

01. Demonstrate speech patterns in which pronunciation, intonation and rhythm are native-like.

02. Use idiomatic expressions extensively and correctly in expressing thoughts.

03. Use a type of speech and vocabulary appropriate to the situation, either colloquial or formal.

04. Sustain a conversation of approximately five minutes with reasonable fluency.

Note: Items referring to native speakers do not, in general, apply fully to Latin or Greek. In the case of the classical languages, conversation is ordinarily limited to a discussion of a visual or of a literary text.

S-FL-3-3 STUDENTS ASSOCIATE MEANING WITH THE WRITTEN WORD:

01. Read a variety of literary genres in unabridged form.

02. Read the works of different literary periods.

03. Read extensively and independently with ease (newspapers, magazines, journals, etc.).

04. Identify the styles of various well-known authors.

S-FL-3-4 STUDENTS WILL CORRECTLY WRITE PHRASES AND SENTENCES THAT TRANSMIT MEANING:

01. Write from dictation material based on an unfamiliar subject.

02. Discuss in written form an abstract idea or literal subject, as a result of reading done in the target language.

03. Compose an original composition of at least 200 words, in the form of a play, letter, narrative or critique.

04. Convert a passage from English to the target language, conveying the important ideas of the original, without glaring anglicism and with composition comprehensible to a native.

CLASSICAL LANGUAGE
(S-CL-1)

Key Competencies

In general the key competencies for Latin and Greek are the same as for other languages with the following additions:

S-CL-1-1 STUDENTS WILL SHOW KNOWLEDGE OF CULTURAL INFORMATION WITH RESPECT TO THE PARTICULAR CLASSICAL LANGUAGE:

01. Respond to questions in an appropriate manner thereby demonstrating comprehension of basic cultural information or concepts.

02. Contrast characteristics of classical culture with modern culture through oral and written discussions.

03. Demonstrate knowledge of the impact of classical culture or other civilizations and culture through classroom discussions.

S-CL-1-2 STUDENTS WILL RELATE THE CLASSICAL LANGUAGE EXPERIENCE WITH ENGLISH VOCABULARY AND READING SKILLS.

01. Demonstrate knowledge of the chief Greek and Latin roots and affixes occurring in English through oral and written communication.

02. Identify Greco-Latin elements in English words.

03. Unlock the meaning of English words through Latin and Greek through oral and written communication.

04. Expand English vocabulary through Latin and Greek through oral and written communication.